

**Texas Education Agency
Standard Application System (SAS)**

2017–2019 Expanding Access to Advanced Academics				
Program authority:	General Appropriations Act, Article III, Rider 8, 84 th Texas Legislature			FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	August 15, 2017, to May 31, 2019			
Application deadline:	5:00 p.m. Central Time, June 27, 2017			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2017 JUN 27 PM 2:19 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494			
Contact information:	Lauren Dwiggin, lauren.dwiggin@tea.texas.gov; (512) 463-8864			
<u>Schedule #1—General Information</u>				
Part 1: Applicant Information				
Organization name	County-District #			Amendment #
Charlotte ISD	007901	Charlotte High School/007901001		
Vendor ID #	ESC Region #			
007901	ESC XX			
Mailing address	City	State	ZIP Code	
102 E. Hindes Ave.	Charlotte	TX	78011-0489	
Primary Contact				
First name	M.I.	Last name	Title	
Roger		Solis	MS Principal	
Telephone #	Email address		FAX #	
830-277-1710	rsolis@charlotteisd.org		830-277-1551	
Secondary Contact				
First name	M.I.	Last name	Title	
Mario		Sotelo	Superintendent	
Telephone #	Email address		FAX #	
830-277-1431	msotelo@charlotteisd.org		830-277-1551	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Mario		Sotelo	Superintendent
Telephone #	Email address		FAX #
830-277-1431	msotelo@charlotteisd.org		830-277-1551

Signature (blue ink preferred)

Mario Sotelo

Date signed
June 26, 2017

Only the legally responsible party may sign this application.

701-17-102-013

2017-016535

Schedule #1—General Information

County-district number or vendor ID: 007901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 007901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Memorandum of Understanding	For applicants within Focus Area 2, a signed or draft Memorandum of Understanding (MOU) between participating entities, including program responsibilities and assurances must be attached. See Written Agreement Template for instructions.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 007901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the students will not be required to pay for Advanced Placement (AP) courses, with the exception of AP exams (funding may be used to assist students in paying for AP exam fees).
4.	The applicant provides assurance that the students will be provided the opportunity to take AP exam(s) for the courses taken.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 007901

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 007901			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #4—Request for Amendment

County-district number or vendor ID: 007901

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). Do not submit this schedule with the original grant application. Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 007901

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 007901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Charlotte Independent School District (CISD) is a small, rural district located about 60 miles south of San Antonio, in the heart of South Texas ranch country. According to the list of eligible campuses, Charlotte High School (007901001) is identified as Rural: Distant. Charlotte HS (CHS) identified needs of limited staffing for students within their chosen endorsement(s), their choices to remain active in extra-curricular activities through clubs and UIL events therefore resulting in creative scheduling, and with 77% of the district population identified as Economically Disadvantaged, the majority of course costs would be absorbed by the district. We currently have limited technology curriculum to address the student/parent/guardian requests for coursework to not only meet current student achievement for college and career readiness. The expansion of the district offerings of AP coursework would be a major element to insert with our current idea to offer choices for Every Student, so that Every Student will have opportunities to a well-round learning environment. At a recent Board meeting, they supported a District of Innovation Resolution. District Leadership Team members are developing the plan and processes for DOI opportunities. Many Critical Success Factors (CSF) will be able to efficiently support and provide choice initiatives in CISD. Expanded offerings for increased learning opportunities of additional Endorsements currently acknowledged by CISD are also being planned. Our ongoing learner planning through win-win systems within our small district would significantly receive increased support and access with AP grant funds.

CISD will provide academic support to all students and personalize their learning with an Individual Academic Education Plans (IAEP). AP courses will continuously monitor student progress by analyzing student formative and summative data every three and six weeks, student attendance, behavior, school climate and culture, etc. Every AP teacher will be assigned an advisory period, The advisory period teacher will be responsible for ensuring that the student adheres to the interventions established for them during PLCs. Advisory period teachers will have data talks with students to review the six weeks goals set by students and teachers. Students will complete community service projects through their Advisory Period class. The AP initiative will personalize the learning environment by creating a nurturing and supportive school climate. Academic support will be a constant to assist students with the rigorous coursework. AP staff will be trained on how to create personalized learning. They will pace instruction to meet the needs of the learner and tailor instruction to the specific interests of different learners. Personalized instruction will be a key strategy in constructing intervention plans to take control of their learning and to address and conquer all challenges. Students are encouraged to have an active voice in their learning. All students will have academic education plans that they will develop academic goals every six weeks with the assistance of their teachers and advisory period teacher (copy of IAEP included in document section). Students will keep track of their formative and summative assessment data results in the IAEPs and Student Learning Log. Students will set academic goals every six weeks. Students will work with their teacher, including their advisory period teacher, to establish learning goals and update their academic education plan. Students will work with their teacher to choose tools and strategies that are more appropriate to support their learning.

AP teachers will convey on a regular basis high expectations and standards for student behavior and academic achievement. Building a positive supportive school community will be a major objective for staff, parents, and students. AP staff will use instructional strategies that will promote a personalized learning environment such as project based learning, blended instruction, flipped instruction, cooperative learning etc. AP teachers will connect student's interests and find the right balance of challenge and support. During the Summer Bridge Program all AP students will take the ACT Profile. The ACT Profile offers students the powerful, personalized insights they need to make smarter decisions about life after high school. The ECHS counselor will use the ACT Profile to connect with all students, view their students' personalized insights, and better guide them. Continuous monitoring and adjustment will be ongoing for high levels of student achievement as evidenced by numerous outcomes. Ultimately, with the use of all CSF as guidance, and ongoing review of data, CISD will grow their own HQT and develop a plan for continuous improvement and sustainability.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 007901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 007901			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, 84th Texas Legislature					
Grant period: August 15, 2017, to May 31, 2019			Fund code/shared services arrangement code: 429/5842		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$8,500	\$0	\$8,500
Schedule #8	Professional and Contracted Services (6200)	6200	\$8,000	\$0	\$8,000
Schedule #9	Supplies and Materials (6300)	6300	\$6,500	\$0	\$6,500
Schedule #10	Other Operating Costs (6400)	6400	\$1,750	\$0	\$1,750
Schedule #11	Capital Outlay (6600)	6600	\$5,000	\$0	\$5,000
Total direct costs:			\$29,750	\$0	\$29,750
Percentage% <u>indirect costs</u> (see note):			N/A	\$0	\$5,250
Grand total of budgeted costs (add all entries in each column):			\$35,000	\$0	\$35,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$35,000
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$5,250
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 007901		Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher	0	2	\$0
2	Educational aide	0	0	\$0
3	Tutor	0	2	\$0
Program Management and Administration				
4	Project director	1	0	\$0
5	Project coordinator	0	0	\$0
6	Teacher facilitator	0	2	\$0
7	Teacher supervisor	0	1	\$0
8	Secretary/administrative assistant	0	0	\$0
9	Data entry clerk	0	1	\$0
10	Grant accountant/bookkeeper		0	\$0
11	Evaluator/evaluation specialist		0	\$0
Auxiliary				
12	Counselor	0	1	\$0
13	Social worker	0	0	\$0
14	Community liaison/parent coordinator	0	0	\$0
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15	ESC specialist/consultant	0	0	\$0
16	ESC coordinator/manager/supervisor	0	0	\$0
17	ESC support staff	0	0	\$0
18	ESC other	0	0	\$0
19	ESC other	0	0	\$0
20	ESC other	0	0	\$0
Other Employee Positions				
21	Contracted with ESC XX Specialist for AP Support	1	0	\$2000
22	Contracted Instructional Coach/Facilitator	2	0	\$4000
23	Contracted Program Evaluation Specialist	1	0	\$2000
24	Subtotal employee costs:			\$8,000
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112 Substitute pay			\$1000
26	6119 Professional staff extra-duty pay			\$5000
27	6121 Support staff extra-duty pay			\$1500
28	6140 Employee benefits			\$0
29	61XX Tuition remission (IHEs only)			\$1000
30	Subtotal substitute, extra-duty, benefits costs			\$8,500
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$16,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 007901

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	EXC XX AP support	\$2000
2	Independent Program Evaluator Specialist	\$2000
3	Instructional Coach/Facilitator	\$2000
4	Instructional Coach/Facilitator	\$2000
5	DNA	\$0
6	DNA	\$0
7	DNA	\$0
8	DNA	\$0
9	DNA	\$0
10	DNA	\$0
11	DNA	\$0
12	DNA	\$0
13	DNA	\$0
14	DNA	\$0
a. Subtotal of professional and contracted services:		\$0
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$8000
(Sum of lines a and b) Grand total		\$8000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 007901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$6,500
Grand total:		\$6,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 007901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$400
	Specify purpose: Networking with other AP students and observing various presentations	
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires authorization in writing.	\$600
64XX	Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$0
Subtotal other operating costs requiring specific approval:		\$1,000
Remaining 6400—Other operating costs that do not require specific approval:		\$750
Grand total:		\$1,750

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 007901		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1	Media tools	N/A	N/A	\$500
66XX—Computing Devices, capitalized				
2	DNA	0	\$0	
3	DNA	0	\$0	\$0
4	DNA	0	\$0	\$0
5	DNA	0	\$0	\$0
6	DNA	0	\$0	\$0
7	DNA	0	\$0	\$0
8	DNA	0	\$0	\$0
9	DNA	0	\$0	\$0
10	DNA	0	\$0	\$0
11	DNA	0	\$0	\$0
66XX—Software, capitalized				
12	DNA	0	\$0	\$0
13	DNA	0	\$0	\$0
14	DNA	0	\$0	\$0
15	DNA	0	\$0	\$0
16	DNA	0	\$0	\$0
17	DNA	0	\$0	\$0
18	DNA	0	\$0	\$0
66XX—Equipment, furniture, or vehicles				
19	Dedicated server for blended classroom	1	\$2,500	\$2,500
20	DNA	0	\$0	\$0
21	DNA	0	\$0	\$0
22	DNA	0	\$0	\$0
23	DNA	0	\$0	\$0
24	DNA	0	\$0	\$0
25	DNA	0	\$0	\$0
26	DNA	0	\$0	\$0
27	DNA	0	\$0	\$0
28	DNA	0	\$0	\$0
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29	Modifications to current Central Office Bldg. to house classrooms and technology resources to the internet			\$2,000
Grand total:				\$5,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 007901

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	103	68.7%	DAN
Limited English proficient (LEP)	4	2.7%	DNA
Disciplinary placements	0	0%	DNA
Attendance rate	NA	96.1%	DNA
Annual dropout rate (Gr 9-12)	NA	0.6%	DNA
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	7.9	50.9%	Also, 2 beginning teachers not included in this number
6-10 Years Exp.	3.3	20.9%	DNA
11-20 Years Exp.	2.9	18.4	DNA
20+ Years Exp.	0	0%	DNA
No degree	0	0%	DNA
Bachelor's Degree	14.8	94.0%	DNA
Master's Degree	0.9	6.0%	DNA
Doctorate	0	0%	DNA

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	0	0	0	0	10	10	10	10	40

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	2	2	0	0	2	2	1	1	10

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Schedule #13—Needs Assessment

County-district number or vendor ID : 007901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Charlotte Independent School District (CISD), a small rural district located 60 miles south of San Antonio, has been in School Improvement, Improvement Required/Former Improvement Required, for the past 6+ school years. Prior to the selection of the current superintendent four years ago, the district also received letters from the Texas Education Agency (TEA) indicating the possibility of the district, with its three campuses, would not be accredited unless growth and student achievement improved significantly within the Texas Accountability System. The three schools and the district utilized the Texas Accountability Intervention System (TAIS) with the four major, continuous improvement elements; Data Analysis (What?), Needs Assessment (Why?), Improvement Plan (How?) within the design of a business plan model requiring four quarter short term goals to address the crafted Annual Goal(s), and Implementation and ongoing monitoring and adjustment as defined by formative qualitative & quantitative data. The CISD and three schools used the TAIS effectively and efficiently to achieve their annual goals; 3-5 focused and target specific. The district and three schools are no longer in School Improvement. DISD is moving forward to provide choices for Charlotte students-families for current education coursework and future School to work plans. There are still barriers, and those barriers need to be dismissed for increased levels of student outcomes. Specifically, when the Charlotte District Advisory Committee (CDAT) began to discuss the root cause of the high school stagnation of ELA/Writing and Math plateau results, the 5 Why? questioning and Deep Data Dig processes were utilized in the Comprehensive Needs Assessment (CNA). When the tasks were finished, the data reviewed; TAPR, Texas Accountability Summative Reports, and STAAR (incoming Freshman)/EOC summative data, and Formative assessments including unit tests, lesson plans, district benchmark assessments, classroom walk throughs, Instructional Practice Inventory (IPI), student conversations, Professional Learning Committee agendas and notes, all evidence supported the findings, but very few suggestions to address the root causes for student achievement decline of ELA/Writing and Math. The infamous, "the students aren't motivated" was given as a cause, rather than the truth, it is an adult excuse! Response-to-Intervention (RtI) fixed the identified current cause(s), but not the root problems. It was determined the following systemic causes need immediate Educational Results (ER) in order to meet the vision where *Every Student will acquire relevant knowledge and skills to successfully function in and progressive and changing global society*. From numerous TAIS guiding questions and data acquired through the 5 Whys?and Deep Data Digs with resulting Data-V and Quintile charts to better visually delineate results, CDAT began to formulate specific targets within a focus of Learning to Learn Skills. The current achievement levels in the STAAR/EOC state assessments clearly defines the expectation; 60% of all test takers will achieve passing reports at Met Standard – Approaching, Met Standard – Grade level, or Met Standard – Mastered. ELA/Writing at the high school results are like a roller coaster, up and down between 37% to 52% and then back down and up. In writing, the language has been "revisions and editing" are causes, with the need to improve vocabulary in ELA. In Math, we found the scores may improve slightly every year, 2-4% points, until a TEKS rewrite or a change is summative assessments. The language heard is, "the adjustment to the new TEKS or the new assessment will be better next year!" This is a true statement, but improvement is not significant. The true reality is in ELA/Writing and Math reflects the absence of Learning to Learn Skills with currently 60% of the 9th and 10th grade students. They go through the motions (maybe) lacking the commitment to creating quality work and striving for excellence. Teachers and instructional coaches need to use scientific-based research (SBR) as specified by federal Critical Success Factors (CSR), with fidelity and reliability to the Student Expectations (SE) of the TEKS. Classroom observation data clearly reflects teachers currently have difficulty in coaching and guiding small groups and individual student practices to promote students' learning to learn skills use. Students also lack time management and personal skills (flexibility of time (CSR), adaptability, perseverance, self-discipline, etc.) to enhance their learning. Technology is just another tool within the classroom as a practice learning tool, but not used as a critical, infused element in the learning process. Currently, Student Journals are expanded daily diary-type tools, rather than a means to reflect, enhance and extend their learning to meet their goals. Closure and limited feedback is also missing within a classroom of routines, resulting in minimal learning. CISD, after reviewing numerous means to address general needs more specifically with reliable and established tools, resources, professional development, and learning tools relevant to College and Career Readiness when used effectively, we are designing opportunities for choice as students will demonstrate direct measures of effective use of learning to learn skills

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within the ELA/Writing and Math core areas to form a continuum of usable readiness practices as an independent thinker and a responsible future member within our society. The over-arching goal is to provide a well-rounded educational framework to (1) improve conditions for learning; and, (2) enrich, enhance, and accelerate educational processes and classroom experiences based upon quality resources and learning practices.

CISD will use the continuum of readiness indicators from the College & Career Readiness & Success (CCSR) Center, where students meet defined key milestones along the K-12 trajectory. We will build upon the federal CSF indicators as we use Guiding Questions found in each TAIS element section. Using results formative data, we will continuously monitor individual student progress toward their defined learning goals(s) and the expected trajectory toward success. Specifically, with the use of the Advanced Placement (AP) tools, resources, staff development, and ongoing monitoring/guidance/support for all learner within the high school, data will indicate a decrease in the gap between Met Standard-Approaching to Met Standard-Grade Level. Those previously meeting the Grade Level standard will continue to work toward the Met Standard-Mastered. "Accountability using multiple, diverse measures of school performance and quality provides more meaningful and useful results for educators, parents, and students" (Chester, 2005; Carling-Hammond, Wilhoit, and Pittenger, 2014; Linn, 2006). CISD will apply the continuum of Readiness, selecting an academic measure that directly support the transition to college or career (e.g. Advanced Placement participation and performance). Looking back at the data for each student at the Literacy, Grade 3, to Grade 8, Math and Algebra, to AP course performance in high school. Following the beginning cohort, data will continue to generate the Graduation rate of the cohort and the College or Career going rate with continuation. Balanced Assessment Systems will begin with adding AP to the high school offerings. AP has not been offered at the high school for the past six years. Through meaningful assessment strategies, formats, and designs, CISD will determine where students are on the continuum of readiness, and counsel, guide, and support the student more sensitive, individual performance indicators against academic standards for all students to have success. The AP platform, training, expectations, and quality resources will facilitate the design and delivery of the plan. Plans will be crafted with long term goals and short term goals to track the progress of the objectives and strategies used. Four (4) reporting dates will be determined, similar to the TAIS process for Improvement required. Students and family members will meet with the teachers to discuss the progress of the AP Plan, the student's personal goal, progress to meet the goals, and ultimately, define the "Next Steps" to accomplish before the next scheduled quarterly review. Flexibility (CSF) in how nonacademic readiness is assessed and integrated into the overall AP well-rounded individual education plan is still in the pilot stages. During the first year, as CISD puts into place all the necessary designs components, expectations, recruitment measures, and opportunities for high school choice, the direct state provisions will continue to materialize. Recent Advanced Technical Credit (ATC) Program information was received from the Statewide CTE Coordinator. The ATC Crosswalk will be one tool we will use to relaunching the ATC expectations as we build and introduce the Advanced Placement coursework for student success through increased levels of growth and achievement.

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 007901

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
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1.	Begin the student-family-teacher collaboration for Advanced Placement awareness, understanding, and buy-in within the high school planning process and future Endorsement areas.	College Board has made Advanced Placement (AP) courses intended to promote rigorous, college-level instruction for high school students. In the new design, courses now emphasize scientific inquiry and reasoning, as well as depth of understanding for big ideas, over fixed, broad content coverage of facts. These are sweeping changes to a long-standing educational program. Hundreds of thousands of students--and their teachers--are now expected to grasp learning through inquiry processes, integration of real world applications and principles, at a rigor level of Bloom's synthesis of content knowledge at a higher level than ever before. These redesigned AP courses aim to promote deeper learning for students for progress, growth and achievement in the continuum of expected 21 st century learning.
2.	Provide a range of professional development option to support teachers with their different needs, as they move through change in curricula and assessments within the AP framework and teaching&learning resources.	Longitudinal study is that individual teacher characteristics--such as age, gender, years of experience teaching, attitudes toward professional development, and most significant, challenges with a redesigned teaching and learning approach--strongly inform the type of professional development teachers choose. This suggests that teachers are aligning their professional development selections with their perceived needs. Of the many forms of professional development within the AP framework and resources, the online AP Teacher Community (a College Board website where teachers can discuss teaching strategies, share resources, and connect with each other) seems to have the largest positive direct association with both teacher practice and student outcomes, and the relationship is statistically significant. This finding is intriguing and we are now exploring its causes, as "participation" can take varied forms, such as sharing resources every day and posting comments once a month.
3.	Plan and implement recruitment, awareness, understanding, and buy-in from the student, family, community, and teachers.	Utilize the marketing tools developed by the AP network at the meetings, recruitments, and throughout the year of planning. Through the CISD District Advisory Team, begin to develop marketing strategies, lists, means for sending out the message, and begin the basic operational design of the current AP TAIS process plan to provide a well-rounded education of enriched, accelerated curricula, and educational experiences. Basically, improved conditions for learning by focusing upon Learning to Learn Skills for students and PD for teacher growth and improvement. As the interest grows, various tools to assess student potential and mindset will be used, such as, but not limited to appotential.collegeboard.org

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4.	<p>Plan for evaluating the Target Area Goals for student Learning as identified by summative and formative qualitative and quantitative data for every student throughout the recruitment process. Further plan for documenting improvement in Instructional and Organization effectiveness simultaneously during the planning year; timeline, estimated resources required, and person(s) responsible for coordinating the upcoming action steps to support Learning to Learn Skills for every student.</p>	<p><i>Strong fundamental literacy skills</i> are essential for students' success, and third grade reading proficiency is one of the most important indicators of future academic success as students' transition from learning to read, to reading to learn. Schools must focus not only on helping struggling students close the gap by grade three, but also <u>must ensure</u> that students considered to be on-target do not fall behind. This balance between of skill gaps for all students are crucial (Fielding, Kerr, & Rosier, 2007; Scanlon et al., 2005; Torgesen, 2002). Students with strong comprehension and sight word vocabulary can appear as though they are reading because they recognize enough of the words or they have essentially memorized the stories. Later, as they encounter multi-syllabic words in social studies and science, they struggle with these non-sight words and cannot decode them. Later, as adolescent readers, they may struggle with fluency skills because they have done far less reading than their peers.</p> <p>Another aspect of good prevention of reading difficulties is <i>Sound Instruction</i>. Consider the following factors and how well your school is meeting these criteria outlining the elements of effective classroom instruction: (Foorman et al., 2003; Foorman & Torgesen, 2001; Scammacca et al., 2007; Vaughn, Denton, & Fletcher, 2010) Goals and Objectives for instruction to support Learning to Learn Skills – Does the student understand the purpose for learning the skills and how these skills connect with other skills they are learning? Systematic- Are skills introduced in a logical and specific order, introducing easier skills and moving to more complex? Scaffolding – Is there explicit use of prompts, cues, examples, and opportunities for guided practice? Modeling and Corrective Feedback – Does the teacher model new skills for students and provide corrective feedback as necessary? AP resources and Professional Development focus upon the identified components of Learning to Learn Skills for every student.</p>
5.	<p>Plan for evaluating the extent of implementation and effectiveness of the AP plan, resources, and communicate the progress within the short goals/objectives (quarterly) and the impact of those short term goals upon the annual goal for the implementation of the AP coursework in 2018-19.</p>	<p><u>Matching the program to the student's needs</u> – Does CISD first understand the specific needs of every student? It is important teachers understand which skills the AP program targets, and ensures it matches the individual needs of the student. <u>Monitoring the effect of AP</u> – Teachers must ask themselves the question of “did it work” and then carefully note what adjustments were made and what their impact was on student learning. Knowing the different adjustments made and the resulting impact is important for potentially replicating the same approach with other skill areas (and monitoring to</p>

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	<p>see the effectiveness). Some of these adjustments may be as simple as some students responding better to one-on-one instruction rather than small groups, or some students may respond better to small bursts of instruction, rather than lengthy instructional sessions. <u>Small group instruction vs. One-on-one instruction</u> – Some teachers believe that they cannot provide proper intervention unless it is one-on-one instruction. However, research shows that if you group students with similar needs, small group instruction can be as effective as delivering instruction in a one-on-one setting, as long as the teacher has targeted the specific skill needs and grouped the students based on the common need. (Vaughn et al., 2003) <u>Supporting teacher effectiveness</u> – Well- designed AP curricula curricula will not be effective without sufficient training and support. This kind of professional development should focus on helping teachers make thoughtful decisions regarding their classroom and small group instructional strategies (Foorman & Torgeson, 2001), but should also include data coaching so teachers learn how to target instruction effectively. Most importantly, teachers must monitor student performance on an ongoing basis so skill gaps can be identified as they develop, and targeted instruction on individual needs can ensure students maintain proficiency.</p>
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Schedule #14—Management Plan

County-district number or vendor ID: 007901

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Texas administrative certification and graduate level coursework in instructional leadership knowledge and skills; Master's to Doctorate Degree in Leadership and/or Administration; and years of demonstrated accountability success through documentation and career milestones as noted in the resume, with professional development received and presented, plus demonstrations and presentations at state and national level. Publications would be desirable.
2.	Content Mentor	Texas content certification for which the student and/or teacher is receiving mentoring; Master's preferred, but Bachelor's as a minimum; and years of demonstrated success through documentation and career milestones as noted in the resume. Milestone acknowledgments would be desirable.
3.	Content Tutor	Texas content certification for which the student and/or teacher is receiving tutoring; Master's preferred, but Bachelor's as a minimum; and years of demonstrated success through documentation and career milestones as noted in the resume. Milestone acknowledgments would be desirable.
4.	ELA Teacher	Texas ELA certification; Master's preferred, but Bachelor's as a minimum; and years of demonstrated success through documentation and career milestones as noted in the resume. Milestone acknowledgments with student reading growth and achievement levels, along with writing growth and achievement levels throughout the work experiences..
5.	Math Teacher	Texas Math certification; Master's preferred, but Bachelor's as a minimum; and years of demonstrated success through documentation and career milestones as noted in the resume. Milestone acknowledgments with student math growth and achievement levels throughout the work experiences..

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Students will target one (1) goal: College and Career Readiness for continued learning through their choices.	1. Attend College and Career Readiness Awareness and Information for Students and Families	07/06/2017	07/06/2017
		2. Identify Student Readiness through assessments	07/15/2017	08/15/2017
		3. Clearly define Exemplar targets within the Endorsement(s)	07/15/2017	08/15/2017
		4. Complete a CISD Individual Graduation Plan based upon choices and assessment results	09/01/2017	10/15/2017
		5. Complete application for AP coursework beginning in 2018-10 school year	10/15/2017	12/01/2017
2.	Students will demonstrate a commitment to creating	1. Student will use a wide variety of approaches to learning,	01/05/2018	05/01/2017

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	quality work and striving for excellence.		including the use of technology as a tool infused into learning		
		2.	Student will self assess their own learning strategies and identify ways they can strengthen their learning	01/05/2018	05/01/2017
		3.	Student will make a commitment to creating quality work and striving for excellence as they complete projects/assignments across the AP curriculum	01/05/2018	05/01/2017
		4.	Student will held responsible for self assessing their work and maintaining a learning log.	01/05/2018	05/01/2017
		5.	Students will review the Individual Graduation Plan and endorsements with regard to their assessment results and ongoing formative results of AP course content	04/05/2018	05/01/2017
3.	CISD will provide a range of professional development options to support teachers with their individual learning needs within the AP framework and teaching& learning resources.	1.	Teacher will attend the Overview and/or AP Orientation meetings	09/01/2017	12/02/2017
		2.	Teacher will review the responsibilities and requirements for teaching an AP course within CISD	09/01/2017	12/02/2017
		3.	Teacher, if interested, will review and become part of the AP Teacher Community online	09/01/2017	12/02/2017
		4.	Teacher will indicate, through written documentation, an interest to receive AP training for identified coursework	09/01/2017	12/02/2017
		5.	AP training will begin in January for AP offered coursework at Region 20, online, and at week trainings in the summer	09/01/2017	08/02/2018
4.	CISD will utilize numerous marketing tools and strategies to inform and recruit students	1.	Send information, broadcast online, and post on marquee - College and Career Readiness Awareness and Information for Students and Families	07/06/2017	07/06/2017
		2.	Present student criteria for taking AP coursework to the CISD Board of Trustees	07/20/2017	07/20/2017
		3.	Provide YouTube resources	07/06/2017	12/02/2017

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			promoted by AP in district correspondence to students and families		
		4.	Send letter of acceptance to qualifying students for AP coursework	12/02/2017	12/15/2017
		5.	Provide a celebration for the first semester of AP planning for the remainder of the 2017-18 and 2018-19 school years	12/15/2017	12/15/2017
5.	CISD will evaluate the extent of implementation and effectiveness of the AP plan, resources, and communicate progress to stakeholders.	1.	First Quarter Report submitted to CDAT and Board of Trustees. Posted on the district web site.	10/15/2017	12/02/2017
		2.	Second Quarter Report submitted to CDAT and Board of Trustees and adjustments made if necessary. Posted on the district web site.	01/15/2018	01/15/2018
		3.	Third Quarter Report submitted. Posted on the district web site. Summer Plans preliminary.	03/15/2018	04/01/2018
		4.	Fourth Quarter Report submitted to CDAT and Board of Trustees. Posted on the district web site. Summer planning completed.	05/15/2018	05/30/2018
		5.	Final Report Summarized and Summer Planning for 2018 implemented. Posted on the district web site.	06/01/2018	06/05/2018

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 007901

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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CISD district and three campuses use the TAIS process for feedback and continuous improvement. The CDAT monitors the effectiveness of the AP Continuous Improvement Plan (AP-CIP) on an ongoing basis and formal reviews according to the established timeline within the grant. The following points of analysis are taken into account in monitoring and analyzing the effectiveness of the AP-CIP: Which action steps contained in the AP-CIP appear to have been successful? Does the effectiveness of these action steps hold implications for other AP-CIP objectives? How can the school build on the success of these identified action steps? Which action steps in the AP-CIP that originally appeared to be promising did not fulfill the expectations of the objective? Can these action steps be modified without compromising the goal of achieving well-rounded education for every student? Are there any additional action steps needed to be incorporated in the AP-CIP to achieve increased levels of student outcomes? Have there been any surprises? If so, what lessons have been learned? What are the insights that have emerged in the AP-CIP process? What steps have been taken to support the ongoing process of AP-CIP? How does the school plan to sustain the commitment to continuous improvement for increased levels of student achievement? Have any new or emerging targets for improving student outcomes been identified by the school? If so, how will these objectives be addressed in the updating and refining of the AP-CIP for 2018-19?

A "Survey of the Extent of Implementation and Effectiveness of the AP-CIP," CDAT will analyze the responses and make any necessary adjustment to the AP-CIP. Results will be posted on the district web site. CDAT's role in monitoring the extent and effectiveness of the implementation of AP-CIP is one of the most critical responsibilities of the team. Ultimately, this makes the greatest difference in the success of the AP-CIP and student outcomes.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TAIS SUSTAINABILITY PLANNING: *Prioritizing! Your Future Work*

Grant Activity	Level of Implementation			Impact			Cost			Data	Continue
	Low	Medium	High	Low	Med.	High	Low	Med	Hi		
											YES NO

ACTION PLAN:

This template is used by TAIS. CISD has used this template is writing Sustainability Plans as they exit School Improvement. There is another template that establishes the Impact and Cost within a four corner design to determine the findings strengths and limitations.. During the quarterly reviews, this template would be used to document any sustainable data, design, and impact upon the AP-CIP. CISD can only ensure every attempt to keep participants engaged, informed, and active participants is the goal of the CDAT. They were asked or nominated by their peers and/or principal. Members can asked to be removed, but the practice encourages the CDAT member submit the name of an interested member to keep the committee purposeful, representative, and functioning with meaning; increased levels of student achievement (CSF).

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The Sustainability template section can be duplicated to maintain the same format throughout the AP-CIP implementation and review. Monitoring the effect of AP –Teachers must ask themselves the question of “did it work” and then carefully note what adjustments were made and what their impact was on student learning. Knowing the different adjustments made and the resulting impact is important for potentially replicating the same approach with other skill areas (and monitoring to see the effectiveness). Some of these adjustments may be as simple as some students responding better to one-on-one instruction rather than small groups, or some students may respond better to small bursts of instruction, rather than lengthy instructional sessions. Plan for evaluating the Target Area Goals for student Learning as identified by summative and formative, qualitative and quantitative data for every student throughout the recruitment process

Schedule #15—Project Evaluation

County-district number or vendor ID: 007901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Proposal Matches Goals of Grant Provider and will be able to be Completed in Timeframe	1.	CDAT quarterly review of the AP-CIP and then submitted to the Board of Trustees for information and up-dates
		2.	Specifics objectives within the quarterly report suggest the level of success of implementation and student success of Learning to Learn Skills through the AP-CIP
		3.	Defined rubric with (1) No evidence,(2) Low level of development and implementation, (3) Limited development and/or partial implementation, (4) Fully functioning and operational level of implementation and (5)Exemplary level of development and implementation. Each indicator is listed at the left hand side of the grid. Evaluator marks the findings according to the learner (student and/or teacher) expectation and outcome.
2.	Components within the proposal are sustainable after Allowable Grant Period Needs are clearly identified for the Necessary Funds as requested in the proposal	1.	CDAT quarterly review of the AP-CIP and then submitted to the Board of Trustees for information and up-dates
		2.	Specifics objectives within the quarterly report suggest the level of success of implementation and student success of Learning to Learn Skills through the AP-CIP
		3.	Defined rubric with (1) No evidence,(2) Low level of development and implementation, (3) Limited development and/or partial implementation, (4) Fully functioning and operational level of implementation and (5)Exemplary level of development and implementation. Each indicator is listed at the left hand side of the grid. Evaluator marks the findings according to the learner (student and/or teacher) expectation and outcome.
3.	Evaluation Methods are detailed and compatible to the intent of the grant with	1.	CDAT quarterly review of the AP-CIP and then submitted to the Board of Trustees for information and up-dates
		2.	Specifics objectives within the quarterly report suggest the level of success

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	measurable results defined		of implementation and student success of Learning to Learn Skills through the AP-CIP
		3.	Defined rubric with (1) No evidence,(2) Low level of development and implementation, (3) Limited development and/or partial implementation, (4) Fully functioning and operational level of implementation and (5)Exemplary level of development and implementation. Each indicator is listed at the left hand side of the grid. Evaluator marks the findings according to the learner (student and/or teacher) expectation and outcome.
4.	"Survey of the Extent of Implementation and Effectiveness of the AP-CIP"	1.	CDAT quarterly review of the AP-CIP and then submitted to the Board of Trustees for information and up-dates
		2.	Specifics objectives within the quarterly report suggest the level of success of implementation and student success of Learning to Learn Skills through the AP-CIP
		3.	Defined rubric with (1) No evidence,(2) Low level of development and implementation, (3) Limited development and/or partial implementation, (4) Fully functioning and operational level of implementation and (5)Exemplary level of development and implementation. Each indicator is listed at the left hand side of the grid. Evaluator marks the findings according to the learner (student and/or teacher) expectation and outcome.
5.	Written report of the findings from the evaluation process. Shared with the campus and district administrators. Superintendent sends to the CDAT and the Board of Trustees.	1.	Gathering the data; summative, formative in both qualitative and quantitative formats
		2.	
		3.	Defined rubric with (1) No evidence,(2) Low level of development and implementation, (3) Limited development and/or partial implementation, (4) Fully functioning and operational level of implementation and (5)Exemplary level of development and implementation. Each indicator is listed at the left hand side of the grid. Evaluator marks the findings according to the learner (student and/or teacher) expectation and outcome.
Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			

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By TEA staff person:

CISD AP Program reports will include detailed data separated into a number of categories that can be used to evaluate relative performance during the school year and eventually, become longitudinal over time. Because Charlotte High School is a small rural campus with no active use of the AP coursework for the past 5+ years, we will implement a census method of data collection. Every high school member taking an AP course will contribute data to the census process. Generally, this method is too costly and too much time required. But CISD number of participants will be feasible. CISD will also administer a survey in order to assess the cohort qualities and characteristics. Analysis of the data leads to an identification of Learning to Learn Skills. Specifically, review of performance assessments will indicate student use of approaches to their learning, and self-assessment of their own learning strategies. Structure interviews with staff in the AP courses will help to discover students that make a personal commitment to creating quality work and/or striving for mastery. Evidence reviewed completed projects, their ability to apply learned skills, such as effective time management and personal skills of flexibility (CSF), perseverance, and self-discipline. Finally, interviews with both students and teachers will indicate strengths, limitations, and/or emerging issues. Charlotte High School's analysis of the data will include comparisons to similar schools and benchmarking studies available from the College Board AP resources. Data contained from the analysis will guide the ongoing AP-CIP planning processes and development/revision of any improvement goals. Data summaries of the findings will be organized in clearly defined tables and/or charts with narratives to best explain the pertinent information. In a variety of communication formats, such as faculty/staff meetings, parent workshops or open house, board of education meetings local media and newsletters to name a few of previously identified means of conveys direct answers to the guiding question, "What does the data tell us about our school ?" These data also show how participation in the AP Program has grown, which exams are taken by the greatest number of students, and how students are utilizing the assessed content not only through the AP coursework, but also the Learning to Learn Skills.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 007901

Amendment # (for amendments only):

TEA Program Requirement 1: Clearly describe the applicant's vision for improving college and career readiness, through expanding advanced academics. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The vision of *Guided Choices to Impact Achievement for Every Student* is the over arching Charlotte High School vision. The AP expanding advanced academics will be one of the significant means to impact and improve college and areer readiness for success. The focus remains to create new and improved teaching and learning environments that substantially increase the likelihood of expanded, sustainable college and career readiness learning. Every Student deserves the right for choice. Within the CHS design, students will review Endorsement offerings, discuss course that are required within the Endorsement, and share the opportunities for College and Career Readiness coursework, such as the AP courses CISD would plan during the upcoming 2017-18 school year. Quality coursework offered through AP content and the implementation of Learning for Learner Skills will greatly impact more opportunities that afforded in the past, with the district limited access to opportunities for the students and teachers. CISD views it as a win-win situation, with quality and effective tools and resources.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 007901

Amendment # (for amendments only):

TEA Program Requirement 2a: Describe in detail how the applicant will select AP course(s) that are valuable for students in their LEA/region (grounded in data that supports the decision). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CISD utilizes various Endorsements throughout the high school years of schooling. chart represents Endorsements and Endorsement Areas (Programs of Study) students may earn by completing a coherent sequence of courses in Career and Technical Education classes. Additional Endorsement areas may become available with time, as ECHS students bring additional requests for Endorsement areas not currently available. Charlotte High School Endorsements are the following:

Business & Industry with specific inclusion of English Language and Composition

Environmental Science Veterinary / Animal Science

Animation & Video Game Design

Graphic Design & Illustration

Commercial Photography

Business Management

Finance Marketing

Audio Video Production

Audio Video Production

Arts Construction Technology

Agriculture Sciences/Horticulture

Ag Mechanics & Welding

Public Services Education with specific inclusion of AP Spanish Language and Culture

Law Enforcement with inclusion of AP U.S. Government and Politics

Health Science

Education/Childcare Firefighter

STEM - CTE

Biomedical Engineering

STEM Engineering with specific inclusion of AP Computer Science Principles

Art and Humanities

AP coursework will be determined by the selected Endorsement, the resulting Individual Graduation Plan to support the Endorsement(s). AP courses are not only supported through the College Board, but also identified courses as part of the Texas Academic Course Guide Manual (ACGM). Review of the IPG and the AP coursework, such as the addition of the AP Computer Science Principles and similar 21st century courses, through scheduled data reviews defined elsewhere, will strengthen and prepare the student for the rigorous classwork in postsecondary areas and their work in the future.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 007901

Amendment # (for amendments only):

TEA Program Requirement 2b: Describe in detail how the applicant will provide adequate space, instructional materials, and internet access (if utilizing online/blended learning) for AP courses. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Charlotte HS AP-CIP addresses the collecting of data and evidence of instructional and organizational effectiveness. It is important to gather data or evidence relating to the school's strengths, limitations, and developing issues. The DLT has mentioned that after a few years in operation, the CISD should look into possible facility improvements to better house the resources and opportunities to expand the high school enrollment opportunities. In the budget, there is a line item for a dedicated server to assure reliable connectivity and secure access to identified instructional needs, without compromising the other campuses within the district. Recently, the district was approached to purchase a property for future use at a reasonable dollar amount. The timing was a bit early, but the facility was reviewed by Board members, architects, financial consultants, and administration. Currently, the district central office complex will be refurbished to accommodate technology and classrooms for the College and Career Readiness offerings through identified choices. Materials for the coursework are being inventoried and software is being reviewed. This process will continue throughout the planning year (2017-18), along with the movement of central office to a different facility. It is a domino effect, but one that clearly keeps the initiative on the unit district campuses ground. It is a safe environment with limited barriers to keep students from learning. Fencing has recently been installed, safeguards of surveillance equipment provides a manageable and appropriate environment for the teaching and learning. Through the eRate last year, internet accessibility was increased. Wi Fi still remains a difficulty with limited towers around the isolated area of Charlotte. We continue to review, discuss, and move forward to keep the CISD current and progressive with teaching and learning opportunities for the students and teachers.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 007901

Amendment # (for amendments only):

TEA Program Requirement 2c: Describe in detail how the applicant will set the expectation that students will participate in the corresponding AP exam(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Charlotte High School's students will target one goal: College and Career Readiness for continued learning through their choice AP courses to impact their student outcomes. Charlotte HS will create a community friendly schedule of tasks, activities, and celebrations of interim benchmark achievements on the pathway to achieve clearly defined Exemplar targets within the detailed timeframe. CHS students will enroll in challenging AP coursework that will strengthen their content knowledge and skills, that will lead to a high school diploma, with coursework to support postsecondary readiness. Charlotte ISD will focus upon students with historically, underrepresented college and career readiness background; however, Charlotte students of all backgrounds will be encouraged to consider the opportunity to apply. Goal-oriented students, from varying academic and socio-economic backgrounds, will work diligently and smart with high levels of determination to participate in the corresponding AP exam(s) within a well designed teaching and learning environment, strategically providing support systems for success. The Charlotte HS AP will provide our students the opportunity to gain Learning to Learn Skills to further support their continuous learning opportunities according to their choices and achievement. The AP coursework, combined with the Learning to Learn Skills will facilitate students to apply excellence in completing assigned work and demonstrate their time management and personal skills they have gained.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 007901

Amendment # (for amendments only):

TEA Program Requirement 2d: Describe in detail how the applicant will recruit and retain highly-qualified teachers for AP course(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Charlotte ISD formed a District Leadership Team to determine the feasibility of adding Advanced Academics in a small, traditional high school. After reviewing the TAPR data and ongoing data relevant to Post Secondary success, the team discussed AP coursework as a choice opportunity, coupled with the student selected areas of endorsement. The guiding question was *What are the topics/issues the group addressed, decisions it has recommended, and accomplishments it is most proud of?* State STAAR/EOC academic results clearly indicate the need to address and reinforce vocabulary for all the Charlotte students. Academic and everyday vocabulary is weak due to location (small, rural) and high rates of poverty with limited experiences for developing background knowledge. Instructional strategies have changed significantly over the past three years through the Improvement Required (IR) accountability ratings and the TAIS processes. The District LT discusses the focus upon required vocabulary development for post-secondary learning. The discussion of better preparing graduating students for work and/or ongoing opportunities to learn, the development of academic choices within the traditional high school offerings will provide a structured framework for participating students to better value their learning, understand the purpose of the learning, and connect the learning. The expectations for growth to a meaningful future are the end products the student will pursue. This has begun and will only improve more with Advance Placement requirements added to the design. The AP addition to the initiative is two-fold. The second significant decision is to use the scale up, with possible limitations to facility space. Conversations with content teachers regarding the possibility of pursuing their Master's degree has taken place, with frequent follow-ups with questions regarding how the district can support their efforts for working toward their advanced degree. Teachers strengthening their pedagogy within their content will strengthen their teaching within their assignment, building self-confidence to enroll in a Graduate program toward obtaining a Masters of Art or Science. Many discussions have taken place. Progress is slow, but steady. To accomplish high levels of success, faculty must realize the importance of developing lessons, variance of instructional delivery, and numerous ways of assessing learning to meet data driven, identified student need(s). Charlotte ISD is establishing hiring protocols and processes to hire all instructional and administrative staff for the district. New Teacher Induction, Mentoring, and content Coaches have been explored. Future planning, based upon funding resources, will help to guide and determine the end results. For now, the AP coursework is a positive step for all learners; students and teachers. With specifics well defined, the expectations will be shared in the recruiting and interviewing processes. Opportunities to impact student success at AP levels of coursework and to also, enhance your own (teacher) professional growth with not only quality inservices, but also the opportunity to enroll in graduate classes are just a few of the recruit and retain HQT teacher processed currently being used in the CISD.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 007901

Amendment # (for amendments only):

TEA Program Requirement 2e: Describe in detail how the applicant will provide initial and ongoing professional development to AP teachers through training, coaching, and mentoring opportunities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The key to sustaining effective staff is to hire the best possible when openings occur, and nurture/support staff that are successful and produce high levels of student outcomes. To accomplish high levels of success, faculty must realize the importance of developing lessons, variance of instructional delivery, and numerous ways of assessing learning to meet data driven, identified student need(s). Charlotte ISD is establishing hiring protocols and processes to hire all instructional and administrative staff for the district. What are the sustainability structures to address and minimize the challenges of staff turnover? Previously, after three years of active revolving doors of teachers, the district has addressed every year with new strategy(ies), according to qualitative data gathered at the exit level. Teachers' voice is very important in providing possible solutions. Also, good coaching and listening practices developed by current administrators have contributed to more trust development and increase of morale. Potential AP staff would be interviewed by members from AP Leadership Team, along with designated district staff according to current staffing guidelines. Quality Professional Development (PD) is critical in sustaining good staff. Acknowledging success and moving them into higher levels of self awareness, develops an intrinsic type of self worth, personal and professional growth. Weekly Professional Learning Community (PLC) sessions for PD, discussion of student work, developing a strong sense of community and ownership of their students' learning will be identified in the Master Schedule. Scheduled collaborative opportunities will be provided between Charlotte AP teachers and College Board AP trainings for teacher networking and advancement. Within the guidelines of the TTESS, individual staff conferences once a semester will take place to review goals, progress toward the goals, and opportunity to listen/reflect. Numerous trainings are available from TEA within content areas, webinars, social media networking, and Project Share. All opportunities to explore and support the faculty will be reviewed and discussed on an as needed basis if necessary. In summary, the following resources are in place and will be implemented to sustain effective, highly qualified staff: (1.) Continuing pre-screener and hiring processes (2.) Professional Learning Communities meet weekly (3.) New Teacher Induction support through mentoring and guidance (4.) Professional Development Plans for AP based upon TTESS teacher goals (5.) AP book studies through fact-to-face and online with other AP teachers (6.) Charlotte ISD is an active partner with ESC XX. This partnership allows teachers and staff access to a wealth of training and PD throughout the calendar school year.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 007901

Amendment # (for amendments only):

TEA Program Requirement 2f: Describe in detail how the applicant will allocate staff time to ensure the success of AP courses and facilitate AP exam administration. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Master Schedule for the Charlotte HS is the tool for identifying allocated staff time for the success of AP courses taught by the teacher, the time period, and additional time for Advisory with student and PLC with AP teacher (common thread) and content teachers. Every AP teacher will be assigned an advisory period. The advisory period teacher will be responsible for ensuring the student adheres to the established AP expectations and monitor/validate student results from formative during AP scheduled PLCs. AP teachers will further collaborate with the Project Director, Charlotte HS principal, and College and Career Readiness Counselor regarding Academic Education Plans (AEPs), Endorsements selected by student and their families impacting the AP coursework, and Personal Graduation Plans completed for students in Eduphoria Aware. Note: AEPs will be completed in collaboration with students by advisory period teachers and Personal Graduation Plans will be completed by the counselor with input from the student and parent. Students will be taught how to record and monitor their data in the academic education plans. Students will be responsible for maintaining their own data logs, and keeping them up-to-date. The scheduled Advisory time and the AP PLC/Content PLC designated week days will provide adequate time for monitoring and also, AP exam administration trainings and implementation. Surveys will be sent to the teachers and the project admin to provide qualitative data. Review of the gathered response will be to analyze allocated time for the teacher and the resulting student outcomes.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 007901

Amendment # (for amendments only):

TEA Program Requirement 2g: Describe in detail how the applicant will recruit students to enroll in new AP course(s), include the projected number students to be served by the grant during each year of implementation as well as the projected number students impacted by grant services over time. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The AP Leadership Team recruitment and enrollment processes will be reviewed and revised annually, depending upon gathered formative data, activities evidence, and other ongoing processes included in the AP-CIP. A few are listed below: 1. Grade level Parent and Student Surveys administered via Survey Monkey. (Qualitative; subjective) 2. AP Brochures and all communication designed in English and Spanish once notification of selection is received from TEA. Materials distributed throughout the community, sent to parents, and provided at every parent/community function throughout the school year. 3. Student groups will be proportionally disaggregated according to preliminary initiating and implementing criteria. If proportion is determined to be negative, enrollment strategies would be explored, discussed, and implemented to correct the negative slope. 4. Information/educational public service announcements developed in both English and Spanish, taped interviews scheduled by Charlotte HS CTE students, and displayed during campus announcements and on current social media resources. 5. Quarterly reports generated and presented to district administration for scheduled Board Information Reports. Evidence will be in the Board Agenda and Board Mtg. notes. In addition, prior to the Board presentation, the report would be shared at the scheduled Charlotte District Improvement Team (CDAT) calendar scheduled meetings. Members represent administration, teachers, support staff, parents, and community. 6. Student applications for school year 2018-19 are scheduled to be available in February. The application will be available on the district and campus websites, and social media locations. Hard copies will be delivered to middle and high school locations. Information will be placed on the district marquee in front of the administration building. AP awareness and enrollment information, through video and printed copies will be made available. All materials will be posted on the secondary campuses and the district websites. Enrollment Process for the initial 15 projected number of students with increasing numbers to 40 students over time with the AP coursework. The process is as follows:

1. Applications will be collected and stamped with time and date.
2. Selected members from the Leadership Team will screen and select only the applications that were submitted met the criteria prior to or on the deadline date.
3. Applications will be notified by phone and by letter, from the AP Project Director regarding their interview data, time, and location.
4. Selected members from the Leadership Team will conduct the interview. They will score the essay, interview, and overall applicant criteria according to a scoring rubric.
5. Once the interview has been completed, the applicant will be thanked.
6. The interviewees will be ranked in order and the top number of applicants will be notified of the selection. They will need to complete the enrollment papers before the given deadline.
7. Review all documents identified in the document section.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 007901

Amendment # (for amendments only):

TEA Program Requirement 2h: Describe in detail how the applicant will market the AP purpose and benefits to students and parents/guardians. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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CISD will develop numerous marketing strategies as mentioned in the recruitment and retention area. Scheduled Student and Parent Forums advertised through the district marque and the Social Media tools from the high school. Also, all reports and information of possible interest will be posted on the Charlotte web site, including a calendar of events. Brochures, pamphlets, and flyers will be distributed within the district and among the community sites. Surveys will be provided for stakeholder input and up-dates. Eventually, after the year of planning, the AP information will have a unique AP design on corresponding paper and note cards. Celebrations, with student/family permission, will be sent to the local newspaper and shared on Social Media sites and the Charlotte web site. College Board resources will be utilized extensively throughout the program. Last, but not least, local businesses and the Charlotte Foundation will support student awards with memorabilia for their work and outcomes.

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 007901

Amendment # (for amendments only):

TEA Program Requirement 3: Explain how the applicant intends to promote sustainability and access to quality advanced academics opportunities as a result of this grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Charlotte HS will promote sustainability and continued access to quality AP opportunities through constant monitoring as previously defined in the grant. Student progress will be charted in College On Track by analyzing student formative and summative data every three and six weeks, student attendance, behavior, school climate and culture, etc. PLCs will use the analyzed student data to create student interventions if necessary. Every nine weeks students will take an ACT Aspire Interim Assessment in English, math, reading, writing, and science. An assigned facilitating teacher will serve as the student adviser and will review academic education plans to ensure they are always up-to-date with the latest data, and, to ensure students understand the meaning of the data. The adviser will confirm that students' interventions are documented on the student data file and that students are following their interventions with due diligence. Data will be collected, entered into Eduphoria Aware, and the data will be analyzed to develop student Learning to Learn Skills within the interventions. Teachers will evaluate data and student progress during weekly professional learning community meetings. Staff will share student academic progress, attendance, behavior and possible newly developed interventions with the student and their family members. Quintile Reports will be generated based upon the current findings and resulting conversations.

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 007901

Amendment # (for amendments only):

TEA Program Requirement 4: Charter school district applicants and applications that include charter schools as part of an SSA must clearly demonstrate how they will serve students within rural district attendance areas outlined in the eligibility list. All other applicants may leave this response blank. Response is limited to space provided, front side only.

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By TEA staff person:

Texas Education Agency
Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—
Lower-Tier Covered Transactions

"Non-federal entities and contractors are subject to the non-procurement debarment and suspension regulations implementing Executive Orders 12549 and 12689, 2 CFR §180. These regulations restrict awards, subawards, and contracts with certain parties that are debarred, suspended, or otherwise excluded from or ineligible for participation in Federal assistance programs or activities." (2 CFR §200.212)

This certification is required by US Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, for all lower-tier transactions meeting the threshold and tier requirements. (2 CFR §3485.220)

Terms defined: As used in these Provisions and Assurances

- **Nonprocurement Transaction:** A transaction under federal non-procurement programs, which can be either a primary covered transaction or a lower-tier covered transaction. (2 CFR §180.970)
 - **Lower-Tier Covered Transaction:** (1) Any transaction between a participant and a person other than a procurement contract for goods or services, regardless of type, under a primary covered transaction; (2) any procurement contract for goods or services between a participant and a person, regardless of type, expected to equal or exceed \$25,000; (3) any procurement contract for goods or services between a participant and a person under a covered transaction, regardless of amount
 - **Participant:** Any person who submits a proposal for or who enters into a covered transaction, including an agent or representative of a participant. (2 CFR §180.980)
 - **Principal:** An officer, director, owner, partner, principal investigator, or other person within a participant with management or supervisory responsibilities related to a covered transaction; or a consultant or other person, whether or not employed by the participant or paid with federal funds, who (1) is in a position to handle federal funds; (2) is in a position to influence or control the use of those funds; or (3) occupies a technical or professional position capable of substantially influencing the development or outcome of an activity required to perform the covered transaction. (2 CFR §180.995)
 - **System for Award Management (SAM) Exclusions:** The list maintained and disseminated by the General Services Administration (GSA) containing names and other information about persons who are ineligible. (2 CFR §180.945)
 - **Debarment:** Action taken by a debarring official to exclude a person from participating in covered transactions and transactions covered under the Federal Acquisition Regulation (48 CFR chapter 1). A person so excluded is debarred. (2 CFR §180.925)
 - **Suspension:** Action taken by a suspending official that immediately prohibits a person from participating in covered transactions and transactions covered under the Federal Acquisition Regulation (48 CFR chapter 1) for a temporary period, pending completion of an agency investigation and any judicial or administrative proceedings that may ensue. A person so excluded is suspended. (2 CFR §180.1015)
 - **Ineligible or Ineligibility:** A person or commodity is prohibited from covered transactions because of an exclusion or disqualification. (2 CFR §180.960)
 - **Person:** Any individual, corporation, partnership, association, unit of government, or legal entity, however organized. (2 CFR §180.985)
 - **Proposal:** A solicited or unsolicited bid, application, request, invitation to consider, or similar communication by or on behalf of a person seeking to participate or to receive a benefit, directly or indirectly, in or under a covered transaction
 - **Voluntary Exclusion:** A person's agreement to be excluded under the terms of a settlement between the person and one or more agencies. Voluntary exclusion must have governmentwide effect. (2 CFR §180.1020)
 - **Voluntarily Excluded:** The status of a person who has agreed to a voluntary exclusion. (2 CFR §180.1020)
1. By signing or certifying and submitting this application, the prospective lower-tier participant is providing the certification set out below.
 2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower-tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Texas Education Agency
Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—
Lower-Tier Covered Transactions

3. The prospective lower-tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower-tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms *covered transaction*, *debarred*, *suspended*, *ineligible*, *lower-tier covered transaction*, *participant*, *person*, *primary covered transaction*, *principal*, *proposal*, and *voluntarily excluded*, as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower-tier participant agrees by signing or certifying and submitting this application that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower-tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower-tier participant further agrees by signing or certifying and submitting this application that it will include the clause titled *Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion—Lower-Tier Covered Transactions*, without modification, in all lower-tier covered transactions and in all solicitations for lower-tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower-tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the non-procurement list.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower-tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion—Lower-Tier Covered Transactions

1. The prospective lower-tier participant certifies, by signing or certifying and submitting this application, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Revised 05/28/2015

By signing Schedule #1—General Information of the paper application or by certifying and submitting the eGrants application, the applicant indicates acceptance of and compliance with all requirements described herein.

**Texas Education Agency
General Provisions and Assurances**

Statement of provisions and assurances for the program(s) in this Application:

A. Terms defined: As used in these Provisions and Assurances,

- **Subaward:** An award provided by a pass-through entity to a Subrecipient for the Subrecipient to carry out part of a Federal award received by the pass-through entity. It does not include payments to a contractor or payments to an individual that is a beneficiary of a Federal program. A Subaward may be provided through any form of legal agreement, including an agreement that the pass-through entity considers a contract (2 CFR §200.92)
- **Agency or TEA:** The Texas Education Agency
- **Subrecipient:** A non-Federal entity that receives a Subaward from a pass-through entity to carry out part of a Federal program; but does not include an individual that is a beneficiary of such program. A Subrecipient may also be a recipient of other Federal awards directly from a Federal awarding Agency (2 CFR §200.93)
- **Program Manager:** The person representing the Agency or the Subrecipient, as indicated by the Subaward, for the purposes of administering the Subaward Project
- **Subaward Project:** The purpose intended to be achieved through the Subaward of which these provisions and assurances are a part
- **Applicant:** The same as Subrecipient
- **SAS:** The Standard Application System of which the Application document is a part
- **Application:** The entire package submitted by the Applicant, including the required schedules contained in the Application and so indicated on Schedule #1 of the paper Application package or on the Certify and Submit schedule of the eGrants Application package.
- **Amendment:** An Application that is revised in budget categories and/or in program activities. It includes Schedule #1 and Schedule #4 of the paper Application, or GS2900 – Purpose of Amendment in eGrants, and any additional schedules affected by the proposed change. The original Application and any previous Amendments are incorporated by reference.
- **Works:** All tangible or intangible material, products, ideas, documents, or Works of authorship prepared or created by the Subrecipient for or on behalf of TEA at any time after the beginning date of the Subaward (Works includes but is not limited to computer software, data, information, images, illustrations, designs, graphics, drawings, educational materials, assessment forms, testing materials, logos, trademarks, patentable materials, etc.)
- **Intellectual Property Rights:** The worldwide intangible legal rights or interests evidenced by or embodied in: (a) any idea, design, concept, method, process, technique, apparatus, invention, discovery, or improvement, including any patents, trade secrets, and know-how; (b) any work of authorship, including any copyrights, moral rights, or neighboring rights; (c) any trademark, service mark, trade dress, trade name, or other indicia of source or origin; (d) domain name registrations; and (e) any other similar rights. The Intellectual Property Rights of a party include all worldwide intangible legal rights or interests that the party may have acquired by assignment or license with the right to Grant sublicenses.
- **Grant:** The same as Subaward
- **Grantee:** The same as Subrecipient
- **Grantor:** The same as Agency
- **DCC:** The Document Control Center of the Agency
- **Capital Assets:** Tangible or intangible assets used in operations having a useful life of more than one year which are capitalized in accordance with Generally Accepted Accounting Principles (GAAP). Capital Assets include: (a) Land, buildings (facilities), equipment, and intellectual property (including software) whether acquired by purchase, construction, manufacture, lease-purchase, exchange, or through capital leases; and (b) Additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations or alterations to Capital Assets that materially increase their value or useful life (not ordinary repairs and maintenance). (2 CFR §200.12).

If the Subrecipient purchases Capital Assets (furniture and/or equipment) with Subaward funds to accomplish the objective(s) of the project, title will remain with the Subrecipient for the period of the Subaward. The Agency reserves the right to transfer Capital Assets for Subrecipient noncompliance during the Subaward period or as needed after the ending date of the Subaward. This provision applies to any and all furniture and/or equipment regardless of unit price and how the item is classified in the Subrecipient's accounting record.

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- **Capital Expenditures:** Expenditures to acquire Capital Assets or expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to Capital Assets that materially increase their value or useful life. (2 CFR §200.13)
 - **Protected Personally Identifiable Information (PII):** An individual's first name or first initial and last name in combination with any one or more of types of information, including, but not limited to, social security number, passport number, credit card numbers, clearances, bank numbers, biometrics, date and place of birth, mother's maiden name, criminal, medical and financial records, educational transcripts. This does not include PII that is required by law to be disclosed (2 CFR §200.82)
- B. **Contingency:** The agreement represented by this Subaward is executed by the Agency subject to the availability of funds appropriated by legislative act for the purposes stated. All Amendments and/or extensions or subsequent Subaward agreements entered into for the same or continued purposes are executed contingent upon the availability of appropriated funds. Notwithstanding any other provision in this Subaward agreement or any other document, this Subaward agreement is void upon appropriated funds becoming unavailable. In addition, this Subaward agreement may be terminated by the Agency at any time for any reason upon notice to the Subrecipient. Expenditures and/or activities for which the Subrecipient may claim reimbursement shall not be accrued or claimed subsequent to receipt of such notice from the Agency. This Subaward agreement may be extended or otherwise amended only by formal written Amendment properly executed by both the Agency and the Subrecipient. No other agreement, written or oral, purporting to alter or amend this Subaward shall be valid.
- C. **Subrecipient's Application:** Furnished to the Agency in response to a request for Application, is incorporated in this Subaward by reference for all necessary purposes. It is specifically provided; however, that the provisions of this Subaward shall prevail in all cases of conflict arising from the terms of the Subrecipient's Application whether such Application is a written part of this Subaward or is attached as a separate document.
- D. **Requirements, Terms, Conditions, and Assurances:** Stated in the Request for Application, in response to which the Applicant is submitting this Application, and are incorporated herein by reference for all purposes. The instructions to the Standard Application System, as well as the General and Fiscal Guidelines and Program Guidelines, are incorporated herein by reference.
- E. **Signature Authority; Final Expression; Superseding Document:** The Applicant certifies that the person signing or certifying and submitting this Application has been properly delegated this authority. The Subaward represents the final and complete expression of the terms of agreement between the parties. The Subaward supersedes any previous understandings or negotiations between the parties. Any representations, oral statements, promises, or warranties that differ from the Subaward shall have no force or effect. The Subaward may be modified, amended, or extended only by formal written Amendment properly executed by both TEA and the Subrecipient.
- F. **State of Texas Laws:** In the conduct of the Subaward Project, the Subrecipient shall be subject to Texas State Board of Education and Commissioner rules pertaining to this Subaward and the Subaward Project and to the laws of the State of Texas governing this Subaward and the Subaward Project. This Subaward constitutes the entire agreement between the Agency and the Subrecipient for the accomplishment of the Subaward Project. This Subaward shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this Subaward.
- G. **Monitoring:** Desk reviews, on-site monitoring reviews, arranging for agreed-upon-procedures engagements, and training and technical assistance on program-related matters may be conducted by the Agency to determine compliance with the approved Application and the applicable statute(s), law(s), regulations, and guidelines. TEA conducts federal fiscal Grant Subrecipient monitoring and compliance reviews, and implements related remedies for noncompliance, in accordance with its established policies and procedures. These policies and procedures incorporate best practices and standards that may be similar to common auditing standards, but the Agency does not apply a specific set of external standards, such as the US Government Accountability Office's Generally Accepted Government Auditing Standards (Yellow Book), nor is it required to do so.
- H. **Specific Conditions:** If TEA identifies, in its sole determination, a grantee as posing a level of risk identified by the agency's risk criteria, the grantee has a history of failure to comply with the terms and conditions of the grant award, the grantee fails to meet performance goals, or is not otherwise responsible then TEA may impose additional specific award conditions on any grant award. (2 CFR 200.207). Specific conditions may include 1) requiring payments as reimbursements rather than advance payments, 2) withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a

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given performance period, 3) requiring additional, more detailed, financial reports, 4) requiring additional project monitoring, 5) requiring technical or management assistance, or 6) establishing additional prior approvals.

TEA may, in appropriate circumstances, designate the specific conditions established under 2 CFR 200.207 as "high-risk conditions" and designate a non-federal entity subject to specific conditions established under §200.207 as a high-risk Grantee. (2 CFR 3474.10)

- I. **Notification of Specific Conditions:** Upon placing a specific condition or high-risk Grantee identification, TEA must notify the Grantee of 1) the nature of the additional requirements, 2) the reason for the additional requirements, 3) the action needed to remove the additional requirement, if applicable, 4) the timeline for completing the additional requirements, and 5) the method for requesting reconsideration of the additional requirements being imposed. Any specific conditions must be promptly removed once the deficiency has been corrected. (2 CFR 200.207)
- J. **Remedies for Noncompliance:** If TEA determines that noncompliance cannot be corrected by imposing the specific conditions, TEA may take one or more of the following remedies for noncompliance actions, as appropriate in the circumstances. 1) temporarily withhold cash payments pending correction of the deficiency, 2) disallow all or part of an activity or action not in compliance, 3) wholly or partly suspend or terminate the grant award, 4) initiate suspension or disbarment proceedings under 2 CFR 180, 5) withhold further grant awards for the project, or 6) take other remedies that may be legally available. (2 CFR 200.338)
- K. **Notification of Remedies for Noncompliance and Opportunity for Hearing:** Upon taking any remedy for non-compliance, TEA must provide the Subrecipient an opportunity to object and provide information and documentation challenging the suspension or termination action. (2 CFR 200.341)
- L. **Subaward Cancellation, etc.:** If this Subaward is canceled, terminated, or suspended by the Agency prior to its expiration date, the reasonable monetary value of services properly performed by the Subrecipient pursuant to this Subaward prior to such cancellation, termination, or suspension shall be determined by the Agency and paid to the Subrecipient as soon as reasonably possible.
- M. **Indemnification:** The Subrecipient, to the extent permitted by law, shall hold the Agency harmless from and shall indemnify the Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of the Subrecipient, its agents, employees, and subcontractors, done in the conduct of the Subaward Project.
- N. **Encumbrances/Obligations and Liquidations:** All encumbrances/obligations shall occur on or between the beginning and ending dates of the Subaward unless pre-award costs are expressly permitted for the individual Grant program. In general, goods or services delivered near the end of the Grant period may be viewed by TEA as not necessary to accomplish the objectives of the current Grant program; however, TEA will evaluate such expenditures on a case-by-case basis. A TEA monitor or an auditor may disallow those expenditures if the Grantee is unable to (1) document the need for the expenditures, (2) demonstrate that program beneficiaries receive benefit from the late expenditures, or (3) negate the appearance of "stockpiling" supplies or equipment. The Subrecipient must receive the benefit and liquidate (record as an expenditure) all obligations incurred under the Subaward no later than the revised final expenditure report due date. An encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in 2 CFR Part 200 of EDGAR (as applicable) and program rules, regulations, and guidelines contained elsewhere. This provision applies to all Grant programs, including state and federal, discretionary and formula.
- O. **Financial Management and Accounting:** The Subrecipient assures it will maintain a financial management system that provides for the following: (1) Identification, in its accounts, of all Federal awards received and expended and the Federal programs under which they were received. Federal program and Federal award identification must include, as applicable, the CFDA title and number, Federal award identification number and year, name of the Federal Agency, and name of the pass-through entity, if any. (2) Accurate, current, and complete disclosure of the financial results of each Federal award or program in accordance with the reporting requirements set forth in 2 CFR §§200.327 Financial reporting and 200.328 Monitoring and reporting program performance. If a Federal awarding Agency requires reporting on an accrual basis from a recipient that maintains its records on other than an accrual basis, the recipient must not be required to establish an accrual accounting system. This recipient may develop accrual data for its reports on the basis of an analysis of the documentation on hand. Similarly, a pass-through entity must not require a Subrecipient to establish an accrual accounting system and must allow the Subrecipient to develop accrual data for its reports on the basis of an analysis of the documentation on hand. (3) Records that identify adequately the source and Application of funds for federally-funded activities. These records must contain information pertaining to Federal awards, authorizations, obligations, unobligated balances, assets, expenditures, income and interest and be supported by source

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documentation. (4) Effective control over, and accountability for, all funds, property, and other assets. The non-Federal entity must adequately safeguard all assets and assure that they are used solely for authorized purposes. See 2 CFR §200.303 Internal controls. (5) Comparison of expenditures with budget amounts for each Federal award. (6) Written procedures to implement the requirements of 2 CFR §200.305 Payment. (7) Written procedures for determining the allowability of costs in accordance with Subpart E—Cost Principles of this part and the terms and conditions of the Federal award. (2 CFR §200.302(b)(7)).

Public school districts, open-enrollment charter schools, and regional education service centers in Texas must comply with the accounting requirements in the Financial Accounting and Reporting (FAR) module of the *Financial Accountability System Resource Guide*, Texas Education Agency.

- P. **Expenditure Reports:** The Subrecipient shall submit expenditure reports in the time and manner requested by the Agency and in accordance with the critical events calendar for the Grant accessible from the TEA Grant Opportunities page which is incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. Unless otherwise specified, the final expenditure report is due within 30 days after the ending date of the Grant. Revised expenditure reports, if allowable, where the Subrecipient is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the Grant, unless otherwise specified.
- Q. **Refunds Due to TEA:** If the Agency, or Subrecipient, determines that the Agency is due a refund of money paid to the Subrecipient pursuant to this Subaward, the Subrecipient shall pay the money due to the Agency within 30 days of the Subrecipient's receipt of written notice that such money is due to the Agency. If the Subrecipient fails to make timely payment, the Agency may obtain such money from the Subrecipient by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent Applications for said funds.
- R. **Records Retention:** Financial records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal award must be retained for a period of five years from the date of submission of the final expenditure report or, for Federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively, as reported to the Federal awarding Agency or pass-through entity in the case of a Subrecipient (GEPA §81.31(c)).
- The Subrecipient understands that acceptance of funds under this Subaward acts as acceptance of the authority of the State Auditor's office, or any successor Agency, to conduct an audit or investigation in connection with those funds. The Subrecipient further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. The Subrecipient will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through the Subrecipient and the requirements to cooperate is included in any subcontract it awards.
- S. **Time and Effort Recordkeeping:** For those personnel whose salaries are prorated between or among different funding sources or used as matching/cost sharing to a federal Grant, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in 2 CFR §200.430(i) of EDGAR, as applicable.
- T. **Forms, Assurances, and Reports:** The Subrecipient shall in a timely manner make and file with the proper authorities all forms, assurances, and reports required by federal laws and regulations. The Agency shall be responsible for reporting to the proper authorities any failure by the Subrecipient to comply with the foregoing laws and regulations coming to the Agency's attention, and may deny payment or recover payments made by the Agency to the Subrecipient in the event of the Subrecipient's failure to comply.
- U. **Intellectual Property Ownership:** The Subrecipient agrees that all Works are, upon creation, Works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered Works made for hire, the Subrecipient hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. The Subrecipient agrees to maintain written agreements with all officers, directors, employees, agents, representatives, and subcontractors engaged by the Subrecipient for the Subaward Project, Granting the Subrecipient rights sufficient to support the performance and Grant of rights to TEA by the Subrecipient. Copies of such agreements shall be provided to TEA promptly upon request.

The Subrecipient warrants that (i) it has the authority to Grant the rights herein Granted; (ii) it has not assigned or transferred any right, title, or interest to the Works or Intellectual Property Rights that would conflict with its obligations under the Subaward, and the Subrecipient will not enter into any such agreements; and (iii) the Works will be original and will not infringe any Intellectual Property Rights of any other person or entity. These warranties

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will survive the termination of the Subaward. If any preexisting rights are embodied in the Works, the Subrecipient Grants to TEA the irrevocable, perpetual, nonexclusive, worldwide, royalty-free right and license to (i) use, execute, reproduce, display, perform, distribute copies of, and prepare derivative Works based upon such preexisting rights and any derivative Works thereof; and (ii) authorize others to do any or all of the foregoing. The Subrecipient agrees to notify TEA on delivery of the Works if they include any such preexisting rights. On request, the Subrecipient will provide TEA with documentation indicating a third party's written approval for the Subrecipient to use any preexisting rights that may be embodied or reflected in the Works.

For School Districts, ESCs, Nonprofit, and For Profit Organizations: The foregoing Intellectual Property Ownership provisions apply to any school districts, ESCs, nonprofit organizations, and their employees, agents, representatives, consultants, and subcontractors. If a school district, ESC, or nonprofit organization or any of its subcontractor(s) wish to obtain a license agreement to use, advertise, offer for sale, sell, distribute, publicly display, publicly perform or reproduce the Works, or make derivative Works from the Works, then express written permission must first be obtained from the TEA Copyright Office.

For Colleges and Universities: The foregoing Intellectual Property Ownership provisions apply to any colleges and universities and their employees, agents, representatives, consultants, and subcontractors; provided, that for all Works and derivative Works created or conceived by colleges or universities under the Subaward, they are Granted a non-exclusive, non-transferable, royalty-free license to use the Works for their own academic and educational purposes only. The license for academic and educational purposes specifically excludes advertising, offering for sale, selling, distributing, publicly displaying, publicly performing, or reproducing the Works, or making derivative Works from the Works that are created or conceived under this Subaward; and colleges and universities and their employees, agents, representatives, consultants, and subcontractors are prohibited from engaging in these uses and activities with regard to the Works unless the prior express written permission of the TEA Copyright Office is obtained.

- V. **Unfair Business Practices:** By signing this Subaward, the Subrecipient, if other than a state Agency, certifies that the Subrecipient, within the preceding 12 months, has not been found guilty, in a judicial or state Agency administrative proceeding, of unfair business practices. The Subrecipient, if other than a state Agency, also certifies that no officer of its company has, within the preceding 12 months, served as an officer in another company which has been found, in a judicial or state Agency administrative proceeding, to be guilty of unfair business practices.

The Subrecipient, whether a state Agency or not a state Agency, certifies that no funds provided under this Subaward shall be used to purchase supplies, equipment, or services from any companies found to be guilty of unfair business practices within 12 months from the determination of guilt.

- W. **Subcontracting:** The Subrecipient shall not assign or subcontract any of its rights or responsibilities under this Subaward, except as may be otherwise provided for in this Application, without prior formal written approval Granted as an Amendment to this Subaward properly executed by both the Agency and the Subrecipient.
- X. **Use of Consultants:** Notwithstanding any other provision of this Application, Applicant shall not use or pay any consultant in the conduct of this Application if the services to be rendered by any such consultant can be provided by Applicant's employees.
- Y. **Disposition of Equipment and Supplies:** If Capital Expenditures are used to purchase Capital Assets, the Subrecipient must request disposition instructions from the Agency before disposing of the equipment and/or supplies. Disposition will be made in accordance with 2 CFR §§200.313 and 200.314 as applicable.
- Z. **Agency Property (Terms):** In the event of loss, damage, or destruction of any property owned by or loaned by the Agency while in the custody or control of the Subrecipient, its employees, agents, consultants, or subcontractors, the Subrecipient shall indemnify the Agency and pay to the Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of the Subrecipient's receipt of written notice of the Agency's determination of the amount due. This provision applies whether the property is developed or purchased by the Subrecipient pursuant to this Subaward or is provided by the Agency to the Subrecipient for use in the Subaward Project. If the Subrecipient fails to make timely payment, the Agency may obtain such money from the Subrecipient by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to the Subrecipient by the Agency.
- AA. **Travel Costs:** Amounts authorized for maximum recovery for travel costs against any state or federal funding source are restricted to those amounts which are approved in the State of Texas appropriations bill in effect for the particular obligation. Any amount over this limit must come from local funding sources. Applicant must recover funds at a lesser rate if local policy amounts are less than the maximum allowed by the state. Out-of-state travel

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may not exceed the federal government rate for the locale. Reimbursement of travel costs is based on actual expenses. Travel allowances are unallowable.

- BB. **Funds for Religious Worship, Instruction:** No funds will be used to pay for religious worship, instruction, or proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR §76.532)
- CC. **Disclosure of Gifts and Campaign Contributions:** The Grantee shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The Grantee has a continuing obligation to make disclosures through the term of the Subaward. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for canceling the Subaward agreement.
- DD. **Submission of Audit Reports to TEA:** Grantees agree to submit audit report(s) consistent with the requirements of 2 CFR Part 200, Subpart F of EDGAR, including the reporting package described in §200.512, to the Federal Audit Clearinghouse (FAC). Also by section 44.008 of the Texas Education Code (TEC), Grantees also agree to submit audit reports to TEA Division of Financial Compliance (DFC) in the time and manner requested by the Agency.

Grantees that expend \$750,000 or more during the entity's fiscal year in Federal awards must have a single audit conducted in accordance with §200.501 Audit requirements, except when it elects to have a program-specific audit conducted in accordance with paragraph of that section. Grantees agree to submit a copy of such audits to TEA when the schedule of findings and questioned costs disclose audit findings relating to any federal awards provided by TEA. A copy of such audits shall also be submitted to TEA if the summary schedule of prior audit findings reported the status of any audit findings relating to any federal awards provided by TEA.

- EE. **Federal Rules, Laws, and Regulations That Apply to All Federal Programs:** The Subrecipient shall be subject to and shall abide by all federal laws, rules, and regulations pertaining to the Subaward Project, including but not limited to:
 1. **Americans With Disabilities Act**, Public Law (P.L.) 101-336, 42 United States Code (USC) section 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64.
 2. **Title VI of the Civil Rights Act of 1964**, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 CFR Part 100.
 3. **Title IX of the Education Amendments of 1972**, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in 34 CFR Part 106, if the Subrecipient is an educational institution.
 4. **Section 504 of the Rehabilitation Act of 1973**, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Parts 104 and 105.
 5. **Age Discrimination Act of 1975**, as amended (prohibition of discrimination on basis of age), and any regulations issued thereunder, including the provisions contained in 34 CFR Part 110.
 6. **Family Educational Rights and Privacy Act (FERPA) of 1975**, as amended (ensures access to educational records for students and parents while protecting the privacy of such records), and any regulations issued thereunder, including **Privacy Rights of Parents and Students** (34 CFR Part 99), if the Subrecipient is an educational institution (20 USC 1232g).
 7. Section 509 of H.R. 5233 as incorporated by reference in P.L. 99-500 and P.L. 99-591 (**prohibition against the use of federal Grant funds to influence legislation pending before Congress**).
 8. **Pro-Children Act of 2001**, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children (P.L. 107-110, section 4303[a]). In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services (P.L. 107-110, Section 4303[b][1]). Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P.L. 107-110, section 4303[e][1]).

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9. **Fair Labor Standards Act (29 USC 207), Davis Bacon Act (40 USC 276[a]), and Contract Work Hours and Safety Standards Act (40 USC 327 et seq.)**, as applicable, and their implementing regulations in 29 CFR 500-899; 29 CFR Parts 1, 3, 5, and 7; and 29 CFR Parts 5 and 1926, respectively.
10. **Buy America Act:** The Subrecipient certifies that it is in compliance with the Buy America Act in that each end product purchased under any federally funded supply Subaward exceeding \$2,500 is considered to have been substantially produced or manufactured in the United States. End products exempt from this requirement are those for which the cost would be unreasonable, products manufactured in the US that are not of satisfactory quality, or products for which the Agency head determines that domestic preference would be inconsistent with the public interest. The Subrecipient also certifies that documentation will be maintained that documents compliance with this requirement (FAR 25.1-25.2).
11. P.L. 103-227, Title X, Miscellaneous Provisions of the GOALS 2000: Educate America Act; P.L. 103-382, Title XIV, General Provisions of the Elementary and Secondary Education Act, as amended; and General Education Provisions Act, as amended.
12. **Prohibition of Text Messaging and Emailing while Driving during Official Federal Grant Business:** Personnel funded from federal Grants and their subcontractors and Subgrantee are prohibited from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official Grant business, or from using organization-supplied electronic equipment to text message or email while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009 (pursuant to provisions attached to federal Grants funded by the US Department of Education).
13. **Trafficking Victims Protection Act of 2000 (TVPA), as amended (22 USC 7104[g]):** In accordance with 2 CFR 175, this award may unilaterally be terminated, without penalty, if Subrecipient or an employee of Subrecipient violates any of the applicable prohibitions of this award term through conduct that is either associated with performance under this award or imputed to Subrecipient using the standards and due process for imputing the conduct of an individual to an organization that are provided in 34 CFR 85.630. Subrecipient and Subrecipient's employees may not i) Engage in severe forms of trafficking in persons during the period of time that the award is in effect; ii) Procure a commercial sex act during the period of time the award is in effect; or iii) Use forced labor in the performance of the award or Subaward under the award. Subrecipient must inform the proper authorities and Agency immediately of any information it receives from any source alleging a violation of the applicable prohibitions of this award term. In addition to all other remedies for noncompliance that are available to the Agency under this award, Subrecipient must include the requirements of this provision in any Subaward made to a private entity.

FF. Federal Regulations Applicable to All Federal Programs:

A complete description of the federal regulations that apply to federal education grant awards may be found on USDE's EDGAR website at <http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

GG. General Education Provisions Act (GEPA), As Amended, Applicable to All Federal Programs Funded or Administered through or by the US Department of Education:

The general Application submitted by a local educational Agency shall set forth these assurances:

1. **Applicability:** That the local educational Agency will administer each program covered by the Application in accordance with all applicable statutes, regulations, program plans, and Applications (20 USC 1232(e));
2. **Public Agency Control:** That the control of funds provided to the local educational Agency under each program, and title to property acquired with those funds, will be in a public Agency and that a public Agency will administer those funds and property (20 USC 1232(e));
3. **Sound Accounting:** That the local educational Agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that Agency under each program (20 USC 1232(e));
4. **Access to Records:** That the local educational Agency will make reports to TEA and to the Secretary of Education as may reasonably be necessary to enable TEA and the Secretary to perform their duties and that the local educational Agency will maintain such records, including the records required under 20 USC 1232(f), Education Records, and provide access to those records, as TEA or the Secretary deem necessary to perform their duties (20 USC 1232(e));

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5. **Participation in Planning:** That the local educational Agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program (20 USC 1232(e));
 6. **Availability of Information:** That any Application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public (20 USC 1232(e));
 7. **Construction:** That in the case of any project involving construction -
 - (A) the project is not inconsistent with overall State plans for the construction of school facilities, and
 - (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities (20 USC 1232 (e));
 8. **Sharing Information:** That the local educational Agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects (20 USC 1232(e)); and
 9. **Direct Financial Benefit:** That none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization (20 USC 1232(e)).
 10. **Prohibition of Funds for Busing:** No funds appropriated for the purpose of carrying out any applicable program may be used for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to overcome racial imbalance in any school or school system, or for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to carry out a plan of racial desegregation of any school or school system, except for funds appropriated pursuant to title VIII of the Elementary and Secondary Education Act of 1965 [20 U.S.C. 7701 et seq.], but not including any portion of such funds as are attributable to children counted under section 8003(d) of such Act [20 U.S.C. 7703(d)] or residing on property described in section 8013(10) of such Act [20 U.S.C. 7713(10)] (20 USC 1228).
- HH. **State Rules, Laws, and Regulations That Apply to All Programs Administered by TEA:**
 The Grantee shall comply with all provisions of the Texas Education Code, Chapter 22, Subchapter C, Criminal History Records, which requires that personnel employed using Grant funds shall be subject to the state's fingerprinting requirement. The Subrecipient provides assurance, with its signature on Schedule #1 of the paper Grant Application or by certifying and submitting the eGrants Application, that it will take all necessary and required steps to ensure that all its Subrecipients are in compliance with the fingerprinting requirement.
- II. **Family Code Applicability:** With its signature on Schedule #1 of the paper Application or by certifying and submitting the eGrants Application, the Subrecipient, if other than a state Agency, certifies that under Section 231.006, Family Code, that the Subrecipient is not ineligible to receive payment under this Subaward and acknowledges that this Subaward may be terminated and payment may be withheld if this certification is inaccurate. TEA reserves the right to terminate this Subaward if the Subrecipient is found to be ineligible to receive payment. If the Subrecipient is found to be ineligible to receive payment and the Subaward is terminated, the Subrecipient is liable to TEA for attorney's fees; the costs necessary to complete the Subaward, including the cost of advertising and awarding a second Subaward; and any other damages or relief provided by law or equity.
- JJ. **Interpretation:** In the case of conflicts arising in the interpretation of wording and/or meaning of various sections, parts, appendices, General Provisions and Assurances, Program-Specific Provisions and Assurances, exhibits, attachments, or other documents, the TEA Subaward and its General Provisions and Assurances, Program-Specific Provisions and Assurances, appendices, Errata, and General and Fiscal Guidelines shall take precedence over all other documents that are a part of this Subaward.
- KK. **Registered Lobbyists:** No state or federal funds transferred to a Subrecipient/Grantee may be used to hire a registered lobbyist.
- LL. **Test Administration and Security:** This Subaward is executed by the Agency subject to assurance by the Subrecipient that it has at all times been and shall remain in full compliance with Title 19, Texas Administrative Code Chapter 101, and all requirements and procedures for maintaining test security specified in any test administration materials in the possession or control of the Subrecipient, or any school, campus, or program operated by the Subrecipient. Notwithstanding any other provision in this Subaward or any other document, this

**Texas Education Agency
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Subaward is void upon notice by the Agency, in its sole discretion, that the Subrecipient or any school, campus, or program operated by the Subrecipient has at any time committed a material violation of Title 19, Texas Administrative Code Chapter 101, or any requirement or procedure for maintaining test security specified in any test administration materials in the possession or control of the Subrecipient, or any school, campus, or program operated by the Subrecipient. Expenditures and/or activities for which the Subrecipient may claim reimbursement shall not be accrued or claimed subsequent to receipt of such notice from the Agency.

- MM. **Social Security Numbers:** Social security numbers will not be provided by TEA as a part of this agreement. TEA is not requiring or requesting school districts or other Grantees to provide social security numbers as a part of this agreement.
- NN. **Student-Identifying Information:** The Subrecipient agrees that in executing tasks on behalf of TEA, the Subrecipient will not use any student-identifying information in any way that violates the provisions of FERPA and will destroy or return all student-identifying information to TEA within 30 days of project completion.
- OO. **Protected Personally Identifiable Information (Protected PII):** The Subrecipient agrees to take reasonable measures to safeguard protected personally identifiable information and other information the Federal awarding Agency or pass-through entity designates as sensitive or the non-federal entity considers sensitive consistent with applicable Federal, state, and local laws regarding privacy and obligations of confidentiality.
- PP. The Subrecipient assures that the Grantee Manager and/or Grantee Official, or such person using the Grantee Manager or Grantee Official's credentials, has been authorized by the Subrecipient organization to enter the organization into legally binding agreements for grant payment purposes prior to the Grantee Manager or Grantee Official certifying and submitting expenditure payment requests in the TEA Expenditure Reporting (ER) System.

Revised 05/21/2015

By signing Schedule #1—General Information of the paper Application or by certifying and submitting the eGrants Application, the Applicant indicates acceptance of and compliance with all requirements described herein.

Texas Education Agency
Every Student Succeeds Act (ESSA) Provisions and Assurances

The following special provisions apply to all programs funded under Public Law 114-95, Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA) that replaced its predecessor, the No Child Left Behind (NCLB) Act of 2001. By certifying and submitting the eGrants application, the applicant is assuring it is in compliance with the following provisions:

- A. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
- B. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to such entities.
- C. The public agency, nonprofit private agency, institution, organization, or Indian tribe will administer such funds and property to the extent required by the authorizing statutes.
- D. The applicant will adopt and use proper methods of administering each such program, including the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program and the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
- E. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the Texas Education Agency (TEA), the US Secretary of Education, or other federal officials.
- F. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to such applicant under each such program.
- G. The applicant will submit such reports to TEA (which shall make the reports available to the governor) and the US Secretary of Education, as TEA and the US Secretary of Education may require to enable TEA and the US Secretary of Education to perform their duties under each such program.
- H. The applicant will maintain such records, provide such information, and afford access to the records as the Agency (after consultation with the governor) or the Secretary may find necessary to carry out the Agency's or the Secretary's duties.
- I. Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and has considered such comment.
- J. **Gun-Free Schools Act:** The local educational agency assures that it is in compliance with Section 37.007(e) of the Texas Education Code, which requires expulsion of a student who brings to school or possesses at school a firearm as defined by 18 United States Code (USC) Section 2891 (pursuant to the requirements in P.L. 114-95, Section 8561[b][1]). In addition, the local educational agency certifies that it has a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to school (P.L. 114-95, Section 8561[h][1]).
- K. **Student Records Transfer:** The local educational agency shall ensure that a student's records and, if applicable, a student's individualized education program as defined in Section 602(11) of the Individuals with Disabilities Education Act, are transferred to a charter school upon the transfer of the student to the charter school, and to another public school upon the transfer of the student from a charter school to another public school, in accordance with applicable state law (P.L. 114-95, Section 4308).
- L. **Consolidation of Administrative Funds:** A local educational agency, with the approval of TEA, may consolidate and use for the administration of one or more programs under the Every Student Succeeds Act not more than the percentage, established in each program, of the total available for the local educational agency under those programs. A local educational agency that consolidates administrative funds shall not use any other funds under the programs included in the consolidation for administration for that fiscal year. Consolidated administrative funds shall be used for the administration of the programs covered and may be used for coordination of these programs with other federal and non-federal programs and for dissemination of information regarding model programs and practices.
- M. **Privacy of Assessment Results:** Any results from an individual assessment referred to in the Every Student Succeeds Act of a student that become part of the education records of the student shall have the protections provided in Section 444 of the General Education Provisions Act (P.L. 114-95, Section 8523 and the Family Educational Rights and Privacy Act [FERPA] of 1975, as amended).
- N. **School Prayer:** The local educational agency certifies that it is in compliance with Section 25.901 of the Texas Education Code. In addition, as a condition of receiving funds under the Every Student Succeeds Act, the local educational agency certifies that no policy of the local educational agency prevents, or otherwise denies

Texas Education Agency
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participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance provided by the US Secretary of Education pertaining to such. The state educational agency shall report to the Secretary of Education each year a list of those local educational agencies that have not filed this assurance or against which complaints have been made to the state educational agency that the local educational agencies are not in compliance with this requirement (P.L. 114-95, Section 8524[b]).

- O. **Equal Access to Public School Facilities—Boy Scouts of America Equal Access Act:** No public elementary school, public secondary school, or local educational agency that has a designated open forum or a limited public forum and that receives funds made available from the US Department of Education shall deny equal access or a fair opportunity to meet, or shall discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society) that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in Title 36 of the United States Code (as a patriotic society). For the purposes of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society). Compliance with this provision will be enforced through rules and orders issued by the Office for Civil Rights. If the public school or agency does not comply with the rules or orders, no funds made available through the Department of Education shall be provided by a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders (P.L. 114-95, Section 8525).
- P. **General Prohibitions:** None of the funds authorized under the Every Student Succeeds Act shall be used to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools unless that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in schools (P.L. 114-95, Section 8526).
- Q. **Armed Forces Recruiter Access to Students and Student Recruiting Information:** In accordance with guidance issued by the US Department of Education, each local educational agency receiving assistance under the Every Student Succeeds Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school student names, address, and telephone listings, upon prior written consent of a student or the parent of a student. A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent, and the local educational agency or private nonprofit school shall notify parents of the option to make a request and shall comply with any request. Each local educational agency receiving assistance under the Every Student Succeeds Act shall provide military recruiters the same access to secondary school students as is provided generally to post-secondary educational institutions or to prospective employers of those students (P.L. 114-95, Section 8528).
- R. **Unsafe School Choice Option:** The local educational agency certifies that it shall establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by TEA, or who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school (P.L. 114-95, Section 8532).
- S. **Civil Rights:** Nothing in the Every Student Succeeds Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under the Every Student Succeeds Act (P.L. 114-95, Section 8534).
- T. **Assurances related to the education of homeless children and youth:**
1. The LEA assures that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
 2. The LEA assures that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth.

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3. The LEA assures that it will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.
4. The LEA assures that it will not separate students from the mainstream school environment on the basis of homelessness alone.
5. The LEA assures that homeless children and youth have access to the education and other services that they need in order to meet the same challenging state student academic achievement standards to which all students are held.

U. **Definitions:** The following terms shall be defined as follows for programs authorized and carried out under the Every Student Succeeds Act:

1. **Charter School:** **An open-enrollment charter school receiving federal funds of any type must meet the federal definition of a charter school as provided in P.L. 114-95, Section 4310(2). The term charter school means a school that:**
 - a. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is **operated under public supervision and control**
 - b. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency (i.e., the State Board of Education [SBOE])
 - c. Provides a program of elementary or secondary education, or both
 - d. Is **nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction**
 - e. **Does not charge tuition**
 - f. **Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act**
 - g. Is a school to which parents choose to send their children, and that
 - i. **admits students on the basis of a lottery, if more students apply for admission than can be accommodated**
 - ii. **in the case of a school that has an affiliated charter school (such as a school that is part of the same network of schools), automatically enrolls students who are enrolled in the immediate prior grade level of the affiliated charter school and, for any additional student openings or student openings created through regular attrition in student enrollment in the affiliated charter school and the enrolling school, admits students on the basis of a lottery as described in clause (i)**
 - h. **Agrees to comply with the same federal and state audit requirements** as other elementary schools and secondary schools in the state, unless such requirements are specifically waived for the purpose of this program
 - i. **Meets all applicable federal, state, and local health and safety requirements**
 - j. Operates in accordance with state law
 - k. Has a written performance contract with the authorized public chartering agency in the state (i.e., SBOE) that includes a description of how student performance will be measured pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the SBOE
2. **Community-Based Organization:** A public or private nonprofit organization of demonstrated effectiveness that is representative of a community or significant segment of a community and that provides educational or related services to individuals in the community
3. **Highly Qualified:** This only applies to paraprofessionals.
4. **Parental Involvement:** The participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring:
 - a. That parents play an integral role in assisting their child's learning
 - b. That parents are encouraged to be actively involved in their child's education at school
 - c. That parents are full partners in their child's education and are included, as appropriate, in decision

Texas Education Agency
Every Student Succeeds Act (ESSA) Provisions and Assurances

making and on advisory committees to assist in the education of their child

- d. The carrying out of other activities, such as those described in Section 1116 of P.L. 114-95.
5. *Professional Development*: Includes activities that: (P.L. 114-95, Section 8101(42))
 - A. Are an integral part of school and local educational agency strategies for providing educators (including teachers, principals,, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards: and
 - B. Are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, and may include activities that –
 - i. Improve and increase teachers' –
 - I. knowledge of the academic subjects the teachers teach;
 - II. understanding of how students learn; and
 - III. ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis;
 - ii. Are an integral part of broad schoolwide and districtwide educational improvement plans;
 - iii. Allow personalized plans for each educator to address the educator's specific needs identified in observation or other feedback;
 - iv. Improve classroom management skills;
 - v. Support the recruiting, hiring, and training of effective teachers, including teachers who became certified through state and local alternative routes to certification;
 - vi. Advance teacher understanding of effective instructional strategies that are:
 - I. Effective instructional strategies that are evidence-based; and
 - II. Strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers;
 - vii. Are aligned with and directly related to academic goals of the school or local educational agency;
 - viii. Are developed with extensive participation of teachers, principals, other school leaders, parents, representatives of Indian tribes (as applicable) and administrators of schools to be served under this Act;
 - ix. Are designed to give teachers of English learners, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
 - x. To the extent appropriate, provide training for teachers, principals and other school leaders in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and academic subjects in which the teachers teach;
 - xi. As a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement with the findings of the evaluations used to improve the quality of professional development;
 - xii. Are designed to give teachers of children with disabilities or children with developmental delays, and other teachers and instructional staff, the knowledge and skills to provide instruction and academic support services, to those children, including positive behavioral interventions and supports, multi-tier system of supports, and use of accommodations;
 - xiii. Include instruction in the use of data and assessments to inform and instruct classroom practice;
 - xiv. Include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents and families;
 - xv. Involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
 - xvi. Create programs to enable paraprofessionals (assisting teachers employed by an LEA receiving assistance under Title I, Part A) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers;
 - xvii. Provide follow-up training to teachers who have participated in activities described previously in this definition that are designed to ensure that the knowledge and skills

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- learned by the teachers are implemented in the classroom; and
- xviii. Where practicable, provide jointly for school staff and other early childhood education program providers, to address the transition to elementary school, including issues related to school readiness.
6. *Technology:* Modern information, computer and communication technology products, services, or tools, including, the Internet and other communications networks, computer devices and other computer and communications hardware, software applications, data systems, and other electronic content (including multimedia content) and data storage.
7. *Well-Rounded Education:* Courses, activities and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.
- V. **TEA State ESSA Plan:** The LEA agrees to adopt any performance goals or indicators or programmatic indicators submitted in the Texas Consolidated State Application for Funds Under the Every Student Succeeds Act.
- W. **Transfer of School Disciplinary Records:** The LEA assures it has a procedure in place to transfer disciplinary records, with respect to a suspension or expulsion, to any private or public elementary school or secondary school for any student who is enrolled or seeks, intends, or is instructed to enroll, on a full- or part-time basis, in the school. This requirement shall not apply to any disciplinary records with respect to a suspension or expulsion that are transferred from a private, parochial or other nonpublic school, person, institution, or other entity, that provides education below the college level (P.L. 114-95, Section 8537).

Revised 05/2017

By certifying and submitting the eGrants application, the applicant agrees, as a matter of legal contract, to:
1) accept and comply with all requirements described on this schedule; 2) accept and comply with all provisions and requirements of past and current Texas AYP Guides; and 3) accept and comply with all applicable AYP Guides, whether promulgated by rule or by policy and procedure of TEA.

BRYSON ISD	119901	RURAL
BUCKHOLTS ISD	166907	RURAL
BUENA VISTA ISD	186901	RURAL
BURKEVILLE ISD	176901	RURAL
BURTON ISD	239903	RURAL
BYNUM ISD	109902	RURAL
C O R E ACADEMY	101869	CHARTER SCHOOL DISTRICTS
CALVERT ISD	198902	RURAL
CALVIN NELMS CHARTER SCHOOLS	101837	CHARTER SCHOOL DISTRICTS
CAMPBELL ISD	116910	RURAL
CARLISLE ISD	201913	RURAL
CARPE DIEM SCHOOLS	015837	CHARTER SCHOOL DISTRICTS
CAYUGA ISD	001902	RURAL
CELESTE ISD	116902	RURAL
CENTER POINT ISD	133901	RURAL
CENTERVILLE ISD	145902	RURAL
CENTERVILLE ISD	228904	RURAL
CHANNING ISD	103901	RURAL
CHARLOTTE ISD	007901	RURAL
CHEROKEE ISD	206903	RURAL
CHESTER ISD	229906	RURAL
CHICO ISD	249904	RURAL
CHILLICOTHE ISD	099902	RURAL
CHILTON ISD	073901	RURAL
CHIRENO ISD	174901	RURAL
CHRISTOVAL ISD	226901	RURAL
CISCO ISD	067902	RURAL
CLARENDON ISD	065901	RURAL
CLARKSVILLE ISD	194904	RURAL
CLAUDE ISD	006902	RURAL
COLLINSVILLE ISD	091902	RURAL
COLMESNEIL ISD	229901	RURAL
COMO-PICKTON CISD	112908	RURAL
COMQUEST ACADEMY	101842	CHARTER SCHOOL DISTRICTS
COMSTOCK ISD	233903	RURAL
COOLIDGE ISD	147901	RURAL
COOPER ISD	060902	RURAL
COTTON CENTER ISD	095902	RURAL
COVINGTON ISD	109903	RURAL
CRANFILLS GAP ISD	018908	RURAL
CRAWFORD ISD	161901	RURAL
CROCKETT COUNTY CONSOLIDATED CSD	053001	RURAL
CROSBYTON CISD	054901	RURAL
CROSS PLAINS ISD	030901	RURAL
CROSS ROADS ISD	107904	RURAL
CROSSTIMBERS ACADEMY	184801	CHARTER SCHOOL DISTRICTS
CROWELL ISD	078901	RURAL
CULBERSON COUNTY-ALLAMOORE ISD	055901	RURAL
CUMBERLAND ACADEMY	212801	CHARTER SCHOOL DISTRICTS
CUMBY ISD	112905	RURAL
DAMON ISD	020910	RURAL
DANBURY ISD	020904	RURAL
DARROUZETT ISD	148905	RURAL
DAWSON ISD	058902	RURAL
DAWSON ISD	175904	RURAL
DE LEON ISD	047902	RURAL
DEKALB ISD	019901	RURAL
DELL CITY ISD	115903	RURAL
DETROIT ISD	194905	RURAL
DEWEYVILLE ISD	176903	RURAL
D'HANIS ISD	163902	RURAL
DIME BOX ISD	144903	RURAL
DODD CITY ISD	074904	RURAL
DR M L GARZA-GONZALEZ CHARTER SCHO	178801	CHARTER SCHOOL DISTRICTS

- ⊗ This survey is currently closed. Please contact the author of this survey for further assistance.

Unable to submit Reviewer Information
Form. Not able to locate,
No phone number or
location available.

John Doe